

**Wilson Area School District
Planned Course Guide**

Title of Planned Course: Reading Grade Seven

Subject Area: Reading

Grade Level: Seven

Course Description: This course is designed to provide students with a multitude of strategies to further develop independent reading skills. Particular emphasis will be placed on developing comprehension, interpretation and analysis strategies for fiction and non-fiction texts.

Time/Credit for this Course: One Academic Year

Curriculum Writing Committee:

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Curriculum Map

Year Round:

Response to literature and non-fiction including citing textual evidence
Vocabulary
Independent Reading

Marking Period One: Short Stories

Literary Elements
Story Structure
Setting
Tone

Marking Period Two: Drama

Theme
Author's Purpose
Comparison/Contrast

Marking Period Three: Poetry and Non-fiction

Literary Devices and Terms
Text Features
Organization
Main Idea

Marking Period Four: Mythology and Historical Fiction

Conflict
Characterization
Comparison/Contrast
Point of View

Wilson Area School District Planned Course Materials

Textbook:

Literature: Language and Literacy
Prentice Hall 2010

Supplemental Books:

Periodical: Read Magazine
Weekly Reader Corp.

Novels:

Bud, Not Buddy
Holes
Where the Red Fern Grows
Catherine Called Birdy
Christmas Carol

Teacher Resources:

Elements of Literature, First Course
Holt, Rinehart and Winston
2003

Buckle Down Grade Seven
Buckle Down Publishing
2006

Progress Coach: Reading Grade Seven
Triumph Learning, LLC
2010

Kidblog
<http://kidblog.org/home.php>

Curriculum Scope & Sequence

Planned Course: Reading Grade Seven

Unit: Short Stories

Time Frame: 9 Weeks

State Standards: 1.3.8 A, B & F; 1.1.8 A-H; 1.6.8 A, B, D & E

Assessment Anchors: R.7.A.1.1, R.7.A.1.2, R.7.A.1.3, R.7.A.1.4, R.7.A.1.5, R.7.A.1.6, R.7.B.1.1, R.7.A.1.2, R.7.B.2.2

Essential Content/Objectives: Upon completion of this unit, students will be able to:

- Identify the elements of literature (e.g., plot, setting, characters, theme, point of view, tone, style, and conflict)
- Use a story map to identify the parts of plot and structure of a short story
- Analyze how particular elements of a story interact (e.g., how setting shapes the characters or plot)
- Respond to literature through writing
- Make, and support with evidence, assertions about texts. Their responses will include comparison and contrast, extensions to related ideas, analysis of context and content, making and supporting inferences, and evaluation of text organization and author's purpose.
- Demonstrate their understanding of literary elements through independent novel study.
- Use a variety of context clues, knowledge of root words, and reference sources to identify the origins and meanings of unfamiliar words and use this information while reading, speaking, and writing
- Master subject specific terminology relating to literary elements and apply knowledge of this terminology to analyze and interpret assigned texts.

Core Activities:

- Read a variety of short stories from the anthology, periodicals, and supplemental texts
- Participate in small and large group discussions
- Respond using graphic organizers, blogs, journals, and classroom activities
- Demonstrate understanding through a variety of differentiated assessments and projects.

Remediation:

- Reteaching
- Modified instruction and examples
- Leveled scaffolding
- Differentiated texts

Extensions:

- Alternative enriched activities
- Differentiated texts
- Novel studies

Instructional Methods:

- Direct instruction
- Teacher modeled questioning and guided practice
- Large and small group discussion
- Independent reading
- Pair reading
- Response to literature
- Centers

Materials:

- Teacher generated worksheets
- Rubrics and assessments
- Textbook
- Supplemental texts
- Periodicals
- PowerPoint

Suggested Titles: *All Summer in a Day, The Dinner Party, The Frog Who Wanted to be a Singer, Rikki Tikki Tavi, Seventh Grade, After Twenty Years, A Day's Wait.*

Assessments:

- **Diagnostics:** 4-Sights, 6th Grade PSSA, pre-tests, informal observation and discussion
- **Formative:** observation, multi-leveled questioning, discussion, class work, guided practice
- **Summative:** assessments, projects, 4-Sights

Curriculum Scope & Sequence

Planned Course: Reading Grade Seven

Unit: Drama

Time Frame: 9 Weeks

State Standards: 1.3.8 A, B, E & F; 1.1.8 B-H; 1.6.8 A, B, C, D & E

Assessment Anchors: R.7.A.1.1, R.7.A.1.2, R.7.A.1.3, R.7.A.1.4, R.7.B.1.1, R.7.B.1.2

Essential Content/Objectives: Upon completion of this unit, students will be able to:

- Identify the elements of drama (e.g., plot, setting, characters, theme, style, and author's purpose)
- Determine a theme or central idea of a drama and analyze its development over the course of the drama, and analyze drama to determine the reasons for a character's actions taking into account the situation and basic motivation of the character
- Determine an author's point of view or purpose in a text
- Compare and contrast a written drama to its filmed version, analyzing the effect of techniques unique to each medium
- Respond to literature through writing
- Make and support with evidence assertions about texts. Their responses will include comparison and contrast, extensions to related ideas, analysis of context and content, making and supporting inferences, and author's purpose
- Demonstrate their understanding of character and theme through independent novel study
- Use a variety of context clues, knowledge of root words, and reference sources to identify the origins and meanings of unfamiliar words and use this information while reading, speaking, and writing
- Master subject specific terminology relating to elements of drama and apply knowledge of this terminology to analyze and interpret assigned texts.

Core Activities:

- Read several plays and screenplays (e.g., The Monsters are due on Maple Street, Brian's Song, and A Christmas Carol)
- Participate in small and large group discussions
- Respond using graphic organizers, blogs, journals, and classroom activities
- Demonstrate understanding through a variety of differentiated assessments and projects

- View film versions of reviewed texts
- Participate in Reader's Theater and student performances

Remediation:

- Reteaching
- Modified instruction and examples
- Leveled scaffolding
- Differentiated texts

Extensions:

- Alternative enriched activities
- Differentiated texts
- Novel studies

Instructional Methods:

- Direct instruction
- Teacher modeled questioning and guided practice
- Large and small group discussion
- Reader's Theater
- Student performances
- Independent reading
- Pair reading
- Response to literature

Materials:

- Teacher generated worksheets
- Rubrics and assessments
- Textbook
- Supplemental texts
- Periodicals
- PowerPoint
- Video

Assessments:

- **Diagnostics:** 4-Sights, 6th Grade PSSA, informal observation and discussion
- **Formative:** observation, multi-leveled questioning, discussion, class work, guided practice
- **Summative:** assessments, projects

Curriculum Scope & Sequence

Planned Course: Reading Grade Seven

Unit: Poetry

Time Frame: 4 Weeks

State Standards: 1.1.8 A, E & H; 1.3.8 A, C, D & F; 1.4.8 A, 1.6.8 A, B, D & E

Assessment Anchors: R.7.A.1.1, R.7.A.1.2, R.7.A.1.3, R.7.B.1.1, R.7.B.1.2, R.7.B.2.1

Essential Content/Objectives: Upon completion of this unit, students will be able to:

- Identify the elements of poetry (e.g., personification, simile, metaphor, hyperbole, allusion, alliteration, rhyme scheme, meter)
- Analyze the effect of various poetic devices
- Determine the meaning of words and phrases in poetry, including figurative and idiomatic meanings
- Identify poetic forms and analyze how the poem's form or structure contributes to its meaning
- Respond to poetry through writing
- Make and support with evidence assertions about texts. Their responses will include comparison and contrast, extensions to related ideas, analysis of context and content, making and supporting inferences, and evaluation of poetic form and author's purpose.
- Demonstrate an understanding of literary elements and poetic devices through independent novel study
- Use a variety of context clues, knowledge of root words, and reference sources to identify the origins and meanings of unfamiliar words and use this information while reading, speaking, and writing
- Master subject specific terminology relating to figurative language, sound techniques, and poetic forms and apply knowledge of this terminology to analyze and interpret assigned texts.

Core Activities:

- Read a variety of poems from the anthology, periodicals, and supplemental texts
- Participate in small and large group discussions
- Demonstrate understanding through a variety of differentiated assessments and projects

Remediation:

- Reteaching
- Modified instruction and examples
- Leveled scaffolding
- Differentiated texts

Extensions:

- Alternative enriched activities
- Differentiated texts

Instructional Methods:

- Direct instruction
- Teacher modeled questioning and guided practice
- Large and small group discussion
- Independent reading
- Pair reading
- Response to literature
- Centers

Materials:

- Teacher generated poetry packet
- Rubrics and assessments
- Textbook
- Supplemental texts
- Internet resources
- Periodicals
- PowerPoint.

Suggested Titles: *Mother to Son, Sarah Cynthia Silvia Stout, In Just, Stopping by the Woods on a Snowy Evening, Seal, Paul Revere's Ride, The Runaway, I'm Nobody, Fog, The Rider*

Assessments:

- **Diagnosics:** 4-Sights, 6th Grade PSSA, pre-tests, informal observation and discussion
- **Formative:** observation, multi-leveled questioning, discussion, class work, guided practice
- **Summative:** assessment, poster project, PSSA

Curriculum Scope & Sequence

Planned Course: Reading Grade Seven

Unit: Nonfiction

Time Frame: 5 Weeks

State Standards: 1.1.8 A-H; 1.2.8 A & B; 1.3.8 F; 1.6.8 A-F; 1.8.8 B

Assessment Anchors: R.7.A.2.1, R.7.A.2.2, R.7.A.2.3, R.7.A.2.4, R.7.A.2.5, R.7.A.2.6, R.7.B.1.1, R.7.B.1.2, R.7.B.2.2, R.7.B.3.1, R.7.B.3.2, R.7.B.3.3.

Essential Content/Objectives: Upon completion of this unit, students will be able to:

- Identify the elements of nonfiction (e.g., organization, structure, author's purpose, and nonfiction conventions)
- Distinguish between essential and nonessential content, identify bias and propaganda, draw inferences based on a variety of informational sources, and differentiate between fact and opinion
- Demonstrate an understanding of a variety of media and evaluate its quality
- Respond to non-fiction text through writing.
- Make and support with evidence assertions about texts. Their responses will include comparison and contrast, extensions to related ideas, analysis of context and content, making and supporting inferences, and evaluation of text organization and author's purpose.
- Demonstrate their understanding of the elements and characteristics of nonfiction through independent novel study
- Use a variety of context clues, knowledge of root words, and reference sources to identify the origins and meanings of unfamiliar words and use this information while reading, speaking, and writing
- Master subject specific terminology relating to nonfiction elements and apply knowledge of this terminology to analyze and interpret assigned texts.

Core Activities:

- Read a variety of nonfiction texts from the anthology, periodicals, and supplemental texts
- Read and understand the essential content of informational texts in all academic areas
- Participate in small and large group discussions
- Respond using graphic organizers, blogs, journals, and classroom activities

- Demonstrate understanding through a variety of differentiated assessments and projects

Remediation:

- Reteaching
- Modified instruction and examples
- Leveled scaffolding
- Differentiated texts

Extensions:

- Alternative enriched activities
- Differentiated texts
- Novel studies

Instructional Methods:

- Direct instruction
- Teacher modeled questioning and guided practice
- Large and small group discussion
- Independent reading
- Pair reading
- Response to texts
- Centers

Materials:

- Teacher generated worksheets
- Rubrics and assessments
- Textbook
- Supplemental texts
- Written and internet blogs
- Internet resources
- Periodicals
- PowerPoint

Suggested Titles: *Life Without Gravity, Rattlesnake Hunt, Survive the Savage Sea, When the Earth Shakes, Angela's Ashes (excerpt), Night (excerpt)*

Assessments:

- **Diagnostics:** 4-Sights, 6th Grade PSSA, informal observation and discussion
- **Formative:** observation, multi-leveled questioning, discussion, class work, guided practice, student blogs
- **Summative:** assessments, projects, 4-Sights

Curriculum Scope & Sequence

Planned Course: Reading Grade Seven

Unit: Mythology

Time Frame: 4 Weeks

State Standards: 1.1.8 A-H, 1.2.8 C, 1.3.8 A, B & F;; 1.6.8 A, B, D & E

Assessment Anchors: R.7.A.1.1, R.7.A.1.2, R.7.A.1.3, R.7.A.1.4, R.7.B.1.1, R.7.B.1.2

Essential Content/Objectives: Upon completion of this unit, students will be able to:

- Analyze the use of literary elements by an author (e.g., characterization, theme, and conflict)
- Identify the patterns of events and character types from myths and traditional stories.
- Respond to literature through writing
- Make and support with evidence assertions about texts. Their responses will include comparison and contrast, extensions to related ideas, analysis of context and content, making and supporting inferences, and author's purpose
- Demonstrate their understanding of literary elements through independent novel study.
- Use a variety of context clues, knowledge of root words, and reference sources to identify the origins and meanings of unfamiliar words and use this information while reading, speaking, and writing
- Master subject specific terminology relating to literary elements, and Greek and Latin roots and apply knowledge of this terminology to analyze and interpret assigned texts.

Core Activities:

- Read a variety of myths and traditional stories from the anthology, periodicals, and supplemental texts
- Participate in small and large group discussions
- Respond using graphic organizers, blogs, journals, and classroom activities
- Demonstrate understanding through a variety of differentiated assessments and projects

Remediation:

- Reteaching
- Modified instruction and examples
- Leveled scaffolding
- Differentiated texts

Extensions:

- Alternative enriched activities
- Differentiated texts
- Novel studies

Instructional Methods:

- Direct instruction
- Teacher modeled questioning and guided practice
- Large and small group discussion
- Independent reading
- Pair reading
- Response to literature
- Centers

Materials:

- Teacher generated worksheets
- Rubrics and assessments
- Textbook
- Supplemental texts
- Periodicals
- Internet resources
- Teacher generated interactive computer activity
- PowerPoint

Suggested Titles: *Labors of Hercules, Icarus and Daedalus, Persephone and Demeter, Echo and Narcissus, The Odessey, and Orpheus and Eurydice, Jason and the Golden Fleece.*

Assessments:

- **Diagnosics:** 4-Sights, 6th Grade PSSA, pre-tests, informal observation and discussion
- **Formative:** observation, multi-leveled questioning, discussion, class work, guided practice
- **Summative:** assessments, projects

Curriculum Scope & Sequence

Planned Course: Reading Grade Seven

Unit: Historical Fiction

Time Frame: 5 Weeks

State Standards: 1.1.8 A-H, 1.2.8 A & C, 1.3.8 A, B & F; 1.4.8 A; 1.6.8 A, B, D & E

Assessment Anchors: R.7.A.1.1, R.7.A.1.2, R.7.A.1.3, R.7.A.1.4, R.7.B.1.1, R.7.B.1.2

Essential Content/Objectives: Upon completion of this unit, students will be able to:

- Compare and contrast a fictional portrayal of a time, place, or character and an historical account of the same period as a means of understanding how authors of fiction use or alter history
- Analyze an author's use of literary elements and techniques
- Analyze how an author develops and contrasts point of view through different characters and narrators
- Respond to literature through writing
- Make and support with evidence assertions about texts. Their responses will include comparison and contrast, extensions to related ideas, analysis of context and content, making and supporting inferences, and author's purpose.
- Demonstrate their understanding of literary elements and characteristics of the genre through independent and guided novel study
- Use a variety of context clues, knowledge of root words, and reference sources to identify the origins and meanings of unfamiliar words and use this information while reading, speaking, and writing
- Master subject specific terminology relating to literary and apply knowledge of this terminology to analyze and interpret assigned texts.

Core Activities:

- Read a variety of historical fiction from the anthology, periodicals, and supplemental texts
- Participate in small and large group discussions
- Respond using graphic organizers, blogs, journals, and classroom activities
- Demonstrate understanding through a variety of differentiated assessments and projects

Remediation:

- Reteaching
- Modified instruction and examples
- Leveled scaffolding
- Differentiated texts

Extensions:

- Alternative enriched activities
- Differentiated texts
- Novel studies

Instructional Methods:

- Direct instruction
- Teacher modeled questioning and guided practice
- Large and small group discussion
- Independent reading
- Pair reading
- Response to literature
- Centers

Materials:

- Teacher generated worksheets
- Rubrics and assessments
- Internet resources
- Textbook
- Supplemental texts
- Periodicals
- PowerPoint

Suggested Titles: Catharine Called Birdy,

Assessments:

- **Diagnostics:** 4-Sights, 6th Grade PSSA, pre-tests, informal observation and discussion
- **Formative:** observation, multi-leveled questioning, discussion, class work, guided practice
- **Summative:** assessments, projects